

Kindergarten Math Inventory (Spanish)

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- Tasks may not be shared with students prior to administration.
- If the above-named NYC Performance Task is being administered for evaluative purposes, the End-of-Year task may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.
- Distribute one task booklet to each student.
- All student work should be completed in the task booklet. All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- Students should have 90 minutes to complete the task, not including the distribution and collection of materials.
- Depending on school scheduling, administration may occur over 1-2 days. Administration conditions (i.e., the amount of time students have to complete the task, etc.) should be consistent across all classrooms in the school administering the above-named NYC Performance Task.
- Students should receive all accommodations normally provided for a class or state test.
- For complete administration information, see the MOSL Assessment Administration Handbook.

Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. ***This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.***

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	<p>(K.CC.1)</p> <p>(1) Rote Counting by Ones: Start by asking the student "Cuenta conmigo de uno en uno".</p> <p>Say "Uno, dos, tres," and then ask the student: "Sigue contando hasta donde puedas".</p>	<p>Stop the student when he/she counts correctly by ones to reach 25.</p> <p>----- or -----</p> <p>Stop the student if the counting sequence becomes incorrect. Record the last correct number.</p>	<p>Correctly counts to 25: ____ [2]</p> <p>Correctly counts to at least 20: ____ [1]</p> <p>No response or does not correctly count to 20: ____</p> <p>Last correct count: ____ [0]</p>
Know number names and count the sequence.	<p>(K.CC.2)</p> <p>(2) Counting on from a Number Other Than One: Ask the student "Sigue contando hacia arriba de uno en uno desde:"</p> <ul style="list-style-type: none"> • 3 • 11 <p>Say "Empieza a contar desde 3 y te voy a decir cuándo debes parar." Stop the student at 10.</p> <p>Say "Empieza a contar desde 11 y te voy a decir cuándo debes parar." Stop the student at 25.</p>	<p>If the student does not know how to answer the question, then model for him/her.</p> <p>Prompt: Say "Déjame mostrarte cómo empezar a contar desde 7 y luego puedes mostrarme cómo empezar a contar desde 3. Bien, 7, 8, 9. . . Ahora, ¿puedes mostrarme cómo empezar a contar desde 3?"</p>	<p>Correctly counts from 3 to 10: ____</p> <p>Correctly counts from 11 to 25: ____</p> <p>Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____</p> <p>[2] – Both correct</p> <p>[1] – 1 correct</p> <p>[0] – No response or both incorrect</p>

- ➡ **If a student is successful on Item 2, then proceed to Item 3.**
- ➡ **If a student is not successful on Item 2, then proceed to Item 4.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say "Empieza desde 85 y cuenta hasta donde puedas."	<p>Stop the student when he/she counts correctly by ones to reach 120.</p> <p>----- or ----- ---</p> <p>Stop the student if the counting sequence becomes incorrect. Record the last correct number.</p> <p>Prompt: If the student does not know how to answer the question, then model for him/her. Say "Déjame mostrarte cómo empezar a contar desde 62. Bien, 62, 63, 64. . . Ahora, ¿puedes mostrarme cómo empezar a contar desde 85?"</p>	<p>Correctly counts to 120: ____ [3]</p> <p>Correctly counts to 110: ____ [2]</p> <p>Correctly counts to 100: ____ [1]</p> <p>Correctly counts to: ____ [0]</p> <p>Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]</p>

➡ **Proceed to Item 4.**

Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say "A veces contamos de diez en diez, como por ejemplo 10, 20 . . . Por favor, cuenta de diez en diez hasta donde puedas."	<p>Stop the student when he/she counts correctly by tens to reach 100.</p> <p>----- or ----- ---</p> <p>Stop the student if the counting sequence becomes incorrect. Record the last correct number and the type of error.</p>	<p>Correctly counts by tens to 100: ____ [2]</p> <p>Correctly counts by tens to at least 30: ____ [1]</p> <p>Unable to count by tens: ____ Last correct count: ____ Error: ____ [0]</p>
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➡ **If a student is successful on Item 4, then proceed to Item 5.**

➡ **If a student is not successful on Item 4, then proceed to Item 6.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	<p>(1.NBT.5)</p> <p>(5) Adding and Subtracting Ten: Present the student with the following number card and say, "¿Puedes decirme, sin contar, qué número es 12 más 10?"</p> <p>After the student responds, ask "¿Cómo lo sabes?"</p> <p>Then ask "¿Puedes decirme, sin contar, qué número es 12 menos 10?"</p> <p>After the student responds, ask "¿Cómo lo sabes?"</p>	Record the student's response and explanation in the student response column for Item 5.	<p>Gives the correct answer, 22, without counting?: Y N Explanation: _____</p> <p>Gives the correct answer, 2, without counting?: Y N Explanation: _____</p> <p>No response or incorrect response: _____ Explanation of incorrect response: _____</p> <p>[2] - Both correct [1] - 1 correct [0] - No response or both incorrect</p>

➡ **Proceed to Item 6.**

Know number names and the count sequence.	<p>(K.CC.3)</p> <p>(6) Writing Numbers from 0 to 20: Ask the student "Escribe los números del 0 al 20 en una hoja de papel de rayas."</p>	<p>Allow time in between naming numbers for students to scribe.</p> <p>Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response.</p> <p>Attach student work to response form.</p>	<p>Correctly writes the numbers from 0 to 20?: ____ [2]</p> <p>Correctly writes a portion of the number set: ____ [1]</p> <p>No response or incorrect response: ____ [0]</p>
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➡ **If a student is successful on Item 6, then proceed to Item 7.**

➡ **If a student is not successful on Item 6, then proceed to Item 8.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	<p>(1.NBT.1)</p> <p>(7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Dime por favor el nombre de este número."</p> <p>From 0 to 120: Present the student with the number card 118 and say "Dime por favor el nombre de este número."</p> <p>Provide the student with paper and pencil and say "Por favor, escribe el número ochenta."</p> <p>Say "Por favor, escribe el número ciento seis."</p>	<p>Allow time in between naming numbers for students to scribe.</p>	<p>Says 70: ____</p> <p>Says 118: ____</p> <p>Correctly writes 80: ____</p> <p>Correctly writes 106: ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>




➡ **Proceed to Items 8 and 9.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation¹: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: “Vamos a estimar cuántas fichas hay en este grupo. ¿Más o menos cuántas crees que hay?”</p> <p>(a) Cardinality: Say “Vamos a comprobar nuestra estimación. ¿Puedes contar los objetos del grupo y decirme exactamente cuántos tienes?”</p> <p>(b) When the student is finished counting, ask “¿Cuántas fichas (cuántos objetos) hay en total?”</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask “¿Cuántos hay ahora?”</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: ____</p> <p>(a) Correctly counts 22 counters?: Y N</p> <p>One-to-one correspondence up to: ____</p> <p>(b) How many are there altogether?: ____</p> <p>(c) How many counters are there now?: ____</p> <p>Gives the correct answer without recounting: ____</p> <p>Recounts to determine the answer: ____</p> <p>No response or incorrect response: ____</p> <p>[3] - All correct [2] - 2 correct [1] - 1 correct [0] - No response or both incorrect</p>

➡ **Proceed to Item 9.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
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¹The “estimation” question is used to motivate students to check and find out how many there are.

<p>Compare numbers.</p>	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "¿Qué color tiene más cubos?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Algunos de los cubos son negros y otros son blancos. Cuenta los cubos para descubrir cuál es el color que tiene más cubos."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: Y N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: Y N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: Y N</p> <p>[3] - All 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: Y N</p>
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- ➡ If a student is successful on Item 9, then proceed to Item 10.
- ➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
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<p>Understand place value.</p>	<p>(1.NBT.3)</p> <p>(10) Present the student with the number card "7 ___ 4" and symbol cards.</p> <p>(a) Say "¿Cuál de los números es mayor?"</p> <p>After the student has identified a value, say "Por favor, coloca el símbolo correcto entre estos dos números."</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less then, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: Y N Correctly identifies $7 > 4?$: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies $12 < 18?$: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies $26 < 62?$: Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly identifies $57 = 57?$: Y N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers as "equal." Uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>
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➡ **Proceed to Item 11.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
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<p>Understand addition, understand subtraction.</p>	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: “Puedes escribir, dibujar o usar objetos para representar los siguientes problemas.”</p> <p>(a) Say “¿Cómo se ve 3 más 1? Muéstramelo dibujando, escribiendo o usando objetos.”</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 – 1</p> <p>(d) 7 – 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say “Puedes usar papel y lápiz o fichas para encontrar la respuesta.”</p> <p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Shows 3 and adds 1: Y N Counts all ____ Just knows ____ Other ____</p> <p>(b) 6 + 2 Shows 6 and adds 2: Y N Counts all ____ Just knows ____ Other ____</p> <p>(c) 5 – 1 Shows 5 and takes away 1: Y N Counts all ____ Just knows ____ Other ____</p> <p>(d) 7 – 4 Shows 7 and takes away 4: Y N Counts all ____ Just knows ____ Other ____</p> <p>[4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect</p>
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- ➡ If a student is successful on Item 11, then proceed to Item 12.
- ➡ If a student is not successful on Item 11, then proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
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<p>Work with addition and subtraction equations.</p>	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card "3 + 4 = 7" and say, "Por favor, dime si esta oración numérica es verdadera o falsa."</p> <p>After the student responds, ask "¿Por qué es verdadera o falsa esta oración numérica?" Record the student's response.</p> <p>Repeat the process with the following equations:</p> <p>(b) 8 + 0 = 9 (c) 5 = 4 + 1 (d) 2 + 4 = 4 + 2</p>	<p>If the student has difficulty using the terms "verdadera" and "falsa," allow him/her to use terms that may be more familiar, such as "correcto" and "incorrecto."</p> <p>If the student is unable to solve the problem using mental math, say "Puedes usar papel y lápiz o fichas para encontrar la respuesta."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) 3 + 4 = 7 (True): Y N Response: _____</p> <p>(b) 8 + 0 = 9 (False): Y N Response: _____</p> <p>(c) 5 = 4 + 1 (True): Y N Response: _____</p> <p>(d) 2 + 4 = 4 + 2 (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>
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➡ **Proceed to Item 13.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) “María tenía 2 lápices y la maestra le dio 4 más lápices. ¿Cuántos lápices tiene María en total?” Prompt: “Puedes escribir, dibujar o usar objetos para representar el problema.”</p> <p>(b) “Josu tenía 5 galletas para su merienda. Se comió 4 galletas. ¿Cuántas galletas le quedan a Josu?” Prompt: “Puedes escribir, dibujar o usar objetos para representar el problema.”</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Shows 2 and adds 4 more: Y N Counts all _____ Just knows _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct answer (1) Shows 5 and takes 4 away: Y N Counts all _____ Just knows _____ Other _____ No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	(1.OA.1) (14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student. Read the following to the student: (a) “Diez amigos estaban jugando en el patio de recreo. Llegaron otros seis amigos para jugar. ¿Ahora cuántos amigos hay en el patio de recreo?” Prompt: “Puedes escribir, dibujar o usar objetos para representar el problema.” (b) “La mamá de Jaime horneó doce pastelitos (cupcakes). Jaime se comió tres de los pastelitos. ¿Cuántos pastelitos quedan?”	Repeat the word problems up to three times, if necessary. Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____ (b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____ [2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses

➡ **This is the end of the inventory task.**